

PUNISHMENT PATTERN IN ISLAMIC BOARDING SCHOOL: A STUDY OF THOUGHT OF ABDULLAH NASIH ULWAN

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Abstract: The purpose of this study is to provide an overview of the pattern of punishment in islamic boarding school and the educators reason in applying this method for students who commit violations. One of the place of study for students, boarding school, also included a residence for students which is used to their religion activities like praying, reciting of holly quran, studying the holy yellow books and fiqh. In addition, islamic boarding school also teaches other general sciences and has a big role in directing and shaping student personality for the better, as well as creating reliable graduates who are able to compete in this advanced age. Therefore, everything can be achieved definitely that it can not be separated from the methods used, in this case is punishment. The punishment given to students in islamic boarding schools is as feedback who commits violations therefore they will not repeat their mistakes. Although sometimes it gives a bad impression and was considered less relevant, however the discussion of punishment is one of the important things to be discussed in detail to achieve a good behaviour. This study was used a qualitative data. The data used in this study was a primer data that was a interview through key informan and a student guidance book which discussed about student discipline and violations of islamic students in Al-Itifaqiyah boarding school, and the secondary data were books, articles, journal, and other literature which was relevant with discussion. This study produced that the punishment given to students who had

done mistake and violance the students rules had fulfilled the condition and criteria. The result of this study was supported by Abdullah Nasih Ulwan opinion that a teacher must take a look at the conditions of punishment usage and through the processes and it was adapted by conditions

Keywords: Punishment; Boarding school; Abdullah Nasi Ulwan.

Abstrak: Tujuan dari penelitian ini adalah untuk memberikan gambaran tentang pola hukuman di pesantren dan alasan mengapa pendidik menerapkan metode ini untuk siswa yang melakukan pelanggaran. Satu tempat bagi siswa untuk belajar, pondok pesantren, juga mencakup tempat tinggal bagi siswa yang terbiasa dengan kegiatan keagamaan mereka seperti shalat, membaca Quran, mempelajari buku-buku kuning suci, dan fiqh. Selain itu, pesantren mengajarkan ilmu umum lainnya dan memiliki peran besar dalam mengarahkan dan membentuk kepribadian siswa untuk menjadi lebih baik, serta menciptakan lulusan yang andal yang dapat bersaing di usia lanjut ini. Karena itu, semuanya dapat dicapai dengan pasti sehingga tidak dapat dipisahkan dari metode yang digunakan, dalam hal ini adalah hukuman. Hukuman yang diberikan kepada siswa di pondok pesantren adalah sebagai umpan balik yang melakukan pelanggaran sehingga mereka tidak akan mengulangi kesalahan mereka. Meski terkadang memberi kesan buruk dan dianggap kurang relevan, pembahasan hukuman adalah salah satu hal penting yang perlu dibahas secara

detail untuk mencapai perilaku yang baik. Penelitian ini menggunakan data kualitatif. Data yang digunakan dalam penelitian ini adalah data primer yang merupakan wawancara melalui informan kunci dan manual siswa yang membahas disiplin siswa dan pelanggaran siswa Islam di sekolah asrama Al-Itifaqiyah, dan data sekunder adalah buku, artikel, jurnal, dan literatur lain yang relevan dengan diskusi. Penelitian ini menghasilkan bahwa hukuman yang diberikan kepada siswa yang melakukan kesalahan dan melanggar aturan siswa telah memenuhi persyaratan dan kriteria. Hasil penelitian ini didukung oleh pendapat Abdullah Nasih Ulwan bahwa seorang guru harus melihat kondisi penggunaan hukuman. dan melalui suatu proses dan itu diadaptasi oleh kondisi

Kata kunci: Hukuman; Sekolah Berasrama; Abdullah Nasih Ulwan.

INTRODUCTION

Education is a process of delivering knowledge or message to student directly through oral or writing, so as it will equip students to reach success in their life. In Islam, educating the children is not only giving the knowledge in order they become smart in general science field, as result they are able to get successful life in a world. However the final goal that needs to be achieved in Islamic education is to create alumneses who have morals as their foundation in living life so as to provide and deliver benefit to others (Nata, 2003, pp. 59-60) as stated in Omar (1979, p. 399) that Islamic education is a stage that is passed by someone as an effort made to change his behavior for the better, and equip himself with science by following teaching and learning process in an educational institution. The purpose of the

above statement in addition to prioritizes moral issues and emphasizes the importance of learning other general knowledge that can provide benefits for life. In line with the rapid development of knowledge in various fields, definitely the expected outcome is to produce quality graduates and have excellent human resources who are able to compete in accordance with the demands of the times. Therefore the expected goals are not only to be clever and intelligent in general knowledge but also the priority is to produce graduates who have moral values because of morality as the foundation for a Muslim in developing his knowledge therefore it can provide benefits for life.

One of the educational institutions that play a role in creating the alumnus and graduates who masters science and technology but still adjust the teachings of Islam is called the *pesantren* (islamic boarding school) (Zaprulkan, 2006). Therefore, sometimes there are those who assume that including children in Islamic boarding schools is a good solution to create students to be smart, skilled, qualified and also have a good character. Sometimes it is a matter of pride to some people who put their children into boarding school even though they have to sacrifice material and immaterial because they believe education in boarding school can have a great influence on students, especially with the existence of binding regulations and must be obeyed by students.

This proves that islamic boarding school has a big role in directing and changing students' behavior into better personalities, and can carry out their responsibilities properly, both for themselves and for others.

To achieve the success, it is certainly can not be separated from the factors involved in an educational institution, such as the use of appropriate methods by a teacher in providing and teaching knowledge to students. The intended method is the method of education by giving punishment. Punishment, according to learning theory which is mostly embraced by behaviorists, is considered as a process in creating student behavior in accordance with expectations and goals to be achieved by directing the action towards better. (Nezza Salsabila, 2010).

One of the purposes of giving punishment in boarding school is as an effort to create a deterrent effect for students not to break the rules and repeat the mistakes again (*Ustadz Zaimuddin*). Therefore, the punishment given is based on points that have been set and determined by the Al-Ittifaqiyah Islamic Boarding School, Indralaya, which must be obeyed by all students. The giving of punishment in islamic boarding school goes through several stages, starting from finding the truth first and being accompanied by witnesses, then only setting the sentence according to the established guidelines.

Previously, the student is given a directive in advance to be willing to correct mistakes and do better. (Abrasi, 2007, p.153). Therefore, punishment is indeed needed especially in modern times which have experienced changes and progress both in terms of science and technology, technology and culture. For this reason, punishment is an effort to motivate students to build their behavior to be better, more discipline and responsible.

In islamic boarding school which has students with various kinds of characters and mistakes, surely the use of punishment may and should be held even though it gives a rather harsh impression and creates fear for the students, since if there is no firmness and quit hard sometimes the students become undiscipline and do not have the strength of the heart. Sanctioning to students in a islamic boarding school is not something that is prohibited in the education process and does not belong to the category of human rights violations, because in essence the punishment given is to educate children to be better, disciplined, responsible and having a better morality. According to Al-Khasani & Hafidz (2010,p.273) children who receive punishment in the teaching and learning process are not included acts of torture because the student is undergoing the educational process using the method of punishment Giving punishment during the process of education is also permissible according to the Qur'an, even giving a sentence with a blow, but its application must go through stages in advance and adapted to the circumstances. As contained in the Holy Qur'an in the An-Nisa verse 34, which means: "... Women who are worried about your iniquity, you should give advice and you leave them alone where they lay and you beat them up (but with a punch that does not hurt the body). If they obey you, don't find a way to persecute them. Truly Allah is the Most High, again the Great Quran An-Nisa verse 34 as cited in Yunus,1973 , p. 113).

In the verse it is explained that if a husband gets his wife who is ungodly, opposes and rebels his husband must react with a patient heart, then give good advice

with gentle language and touched. If the wife does not change, the husband may separate the bed, or leave her alone in her bed. If it does not make a difference, then the husband may beat his wife, but not to cause pain in the body. Based on the above verse therefore the use of punishment is permitted in educating and directing behavior towards a better direction. Although punishment sometimes makes a bad impression, punishment is considered important to be discussed well about the forms of punishment, the stages in its application, and its existence whether it is still relevant to be applied at this time.

The discussion of the usage of punishment as a method of Islamic education is actually not a new thing. Islamic leaders have talked about the application of punishment in Islamic education. One of them is Abdullah Nasih Ulwan. He is a person who gives great attention to the world of education, especially in giving punishment to students. In every discussion he always upholds the teachings of Islam, so his thoughts in giving punishment to students are always aligned with the teachings of Islam. As contained in his book entitled *Tarbiyyatul Aulad fibermoral Islam* (Child Education according to Islam) he stated in detail the conditions for using punishment, forms of punishment and stages in punishment. He further said that the punishment given must be based on a sense of love and affection, adapted to the situation and condition of the student, and must have a clear purpose, should not be punitive. This means that teachers must treat students according to their conditions and investigate the causes of mistakes. In addition, research related to this includes

research conducted by Elhefni, in his thesis entitled "The Relationship of the Application of Prize and Punishment Theory to Improving Student Learning Achievement in Al-Islam Education Lessons in SD Muhammadiyah 14 Palembang. This study seeks to apply the application of rewards and punishment, but in general. In this study, more discussing the problem of the scope of al-Islam Education material which then focuses more on the application of gifts and punishments as an effort made at these educational institutions to improve the learning achievement of their students.

Furthermore, Muhmidayeli in his thesis entitled "Sawah and Iqab; a study of conceptions and implementation in education. This study also discussed the concept of reward and punishment, but focuses more on the application of both then associated with the problem of interaction between educators and students without age restrictions.

The researches mentioned above are not the same as those of the author. On previous studies it just discussed the concept of reward and punishment, the purpose of punishment, the effect of the application of reward and punishment on student achievement in school. Whereas in this study the author discusses the pattern of punishment in detail starting from the concept of punishment, the purpose of the forms of punishment given at pesantren and Abdullah Nasih Ulwan's view of the pattern of punishment.

Then another difference lies in the location of the study, where the author examined the pattern of punishment in the Al-Ittifaqiyah boarding school in Indralaya City, Ogan Ilir III Regency, South Sumatra Province, although there

are also similarities in the use of the methods and objects discussed.

Al-Ittifaqiyah Islamic boarding school, is one of the boarding schools that prioritizes moral education for the students, and gives punishment as one of the methods in educating students to have better personalities. The punishment given to students who violate the rules is given carefully and through several considerations in advance in order to cause harm, so the discussion of this punishment is discussed in detail in a book that can be used as a reference for the *ustadz / ustadzah* in giving punishment to students who commit mistake. Besides the kind of punishment is determined by the points that have been set by the boarding school as stipulated in an orderly rules of student regulations. This shows that the punishment given through the stages and adapted to the situation and conditions and does not conflict with educational values, therefore raises the desire for the author to examine in detail about the pattern of punishment in this pesantren hopefully it can provide benefits and goodness, especially to add insight into the procedures for giving punishment to students.

RESEARCH METHOD

This research was a field research using a phenomenological approach. This study used qualitative research method where the researcher was a key instrument. Qualitative research according to Bodgan and Taylor is a process carried out in research and produces descriptive data in the form of written words or information obtained through interviews with informants involven islamic boarding school education and observed behavior

(Lexy & Moleong 2000, p. 5) . This study aimed to describe the pattern of punishment and other forms of punishment for Madrasah Aliyah students in the Al-Ittifaqiyah Islamic boarding school located at Jalan Lintas Timur Km. 36 Indralaya City, Ogan Ilir III Regency, South Sumatra Province.

The data used in this study were primary data and secondary data. Primary data was information collected based on interviews through key informants as well as from the student manually which discussed the rules and violations of students of Madrasah Aliyah at the Al-Ittifaqiyah Islamic boarding school. While secondary data was data obtained through searching books, articles, journals, and other writings that are relevant to the discussion.

Data collection in this study used observation techniques; namely through observation of the process and procedures for giving punishment, documentation and conducting interviews with a group of questions to informants who were considered to have knowledge and insight on the rules and regulations and violations of students of Madrasah Aliyah and the pattern of punishment for Madrasah Aliyah students.

After the data was collected and accumulated from the data source, then the data was processed and classified in certain categories according to the boundaries and formulation of the problem, as well as the purpose of the study. Furthermore, the authors conducted a data analysis, according to Miles & Huberman as cited in Sugiyono (2015) which conducted simultaneously that included data selection, data presentation, and drawing conclusions.

Data that has been obtained through data sources, then collected, selected, and grouped according to certain categories. Furthermore, the process of presenting data by giving an overview of how the pattern of punishment in pesantren can cause a deterrent effect starting from the concept of punishment in pesantren, the purpose of the punishment, forms of punishment, and the giving of punishment according to Abdullah Nasih Ulwan's view. From the data collected regularly then a conclusion was drawn therefore the reader can be easier to understand the contents of the writing.

RESEARCH FINDINGS

Islamic Boarding School

One of the traditional educational institutions is islamic boarding school, where the students live and stay together in a dormitory with other student as well as gain religious knowledge and also learn general knowledge that is guided by teachers as teaching staff or known as chaplain. In an islamic boarding school usually provides a mosque that is used as a place of worship, a means of learning and other religious activities (Zamakhsyari, 1983, p.18). Besides that education in islamic boarding school teaches religious knowledge taught by a chaplain through the study of books in Arabic written by scholars in the Middle Ages (Prasodjo, 1982) As an educational institution that places more emphasis on the moral cultivation of student, therefore islamic boarding school must have several elements including a dormitory as a residence for students, a chaplain as a leader in an Islamic boarding school, a mosque built as a place for worship and other religious activities, students who

live and stay together with other students, and the yellow book as a hallmark of the book examined in a islamic boarding school (Zamakhsyari, 2011). Beside of being a person who has a position as a leader in a pesantren, a chaplain is also considered as a person who has supernatural or mystical powers. Therefore it is a single leadership, the role of chaplain determines the direction and policies of islamic boarding school. In matters of religious views, the role of the chaplain is crucial in determining the attitude of his students. If the religious views of the chaplain are moderate towards groups of different religions, it can be ascertained that their students' views will be the same, and vice versa (Zaenuri, 2019). A chaplain usually has his own charismatic therefore in conducting guidance to his students and teaching their knowledge many students are obedient and polite and more civilized to the chaplain. This is because in order to get the blessing of knowledge taught from the chaplain (Martin, 2012) Charismatics can also be seen from the habit of the people who do not visit the chaplain's house and ask to be prayed by the chaplain that God grants his request and gives his own blessing. The charismatic of a chaplain in addition to make his students become obedient and respectful to him as a leader, also make the students aware that the punishment they got was a just punishment and to educate them to be better and more disciplined in seeking useful knowledge in their lives. Thus there is no hurt, hatred and revenge in the students. (Nadwa, 2018). For the students themselves sometimes they believe that the words that come out of the chaplain are a prayer and will be granted by God,

and whatever action taken by the chaplain there is a blessing in it. This has led to the assumption that the chaplains have goodness that has a role and influences in life both in society in general and in particular towards students.

The establishment of islamic boarding school as an educational institution certainly has a role and function in accordance with its vision and mission. According to Zaprulkan(2006), there are three roles and functions of pesantren: first, as a means of teaching and learning and expanding the development of Islamic teachings by creating graduates who master advances in the science and technology sector while producing reliable young scholars. Second, as a means to uphold and spread Islamic da'wah. Third, as a means to devote knowledge in society.

This traditional Islamic educational institution is not only limited to convey religious material to be understood and understood by students, but also to emphasize the importance of inculcating Islamic morals or morality as a basis for living life. In carrying out education in Islamic boarding schools, of course the chaplains are assisted by several people such as scholars and chaplains who live and stay in the environment of students who are tasked with overseeing the activities and movements of students during their stay in boarding schools.

The al-Ittifaqiyah Islamic boarding school located in the Indralaya area is one of the boarding schools that prioritizes morals for its students in addition to equipping their students with religious knowledge as well as other general knowledge. The students are taught and given good values, as taught to be

obedient and obedient to the teacher and encourage to purify the heart of various kinds of dishonesty in order to carry out worship properly and become people who are pious and close to God. It also instilled discipline in carrying out worship and also in everyday life. For this reason, rules are made that regulate the actions of students about whether or not to do it. The regulation was made so that students can maintain their attitudes and actions so that discipline arises in him.

The Concept of Punishment

Punishment in islamic boarding school is a process of directing and creating student behavior so that they become better, disciplined, and become more responsible for what they have done. Punishment in this school is also intended as a provision of learning for students who make mistakes and at the same time students in general that any action must feel the consequences.

The word punishment certainly imagines in anyone's mind that punishment is something unpleasant in any kind, whether painful or not. Even though it seems to cause violence, in every educational institution, it must apply punishment because it is considered as one of the tools that remains effective in upholding the discipline of students. Punishment in this islamic boarding school is also intended as a provision of learning for students who make mistakes and at the same time students in general that any action must feel the consequences.

Punishment is a response received by someone as a result of the actions he has done, which causes pain or sorrow him. This opinion is in line with the

definition of punishment proposed by Arifin (2006, pp. 175-176) that punishment can cause pain and misery caused by his own negligence for committing acts that are contrary to the values prevailing in a place. Another opinion says that punishment is one of the tools used to change behavior in accordance with the wishes by increasing behavior reducing behavior both desirable and undesirable. (Gaza, 2012, p. 17). In education, especially islamic boarding school, if efforts of correcting behavior have been carried out by setting good examples and reprimanding them with polite language and still not being able to sensitize students, then it is permissible to give punishment as a decisive action aimed at children having awareness and regretting their mistakes so will not repeat his mistakes again. (Imron, 2012, p. 169)

The Purpose of Punishment

The punishment given must have a clear purpose and be carried out with careful consideration in order to get benefit. As stated by *Ustadz* Zaimuddin, one of the *Ustadz* in Al-Ittifaqiyah Islamic boarding school that the sentence given was intended to make students aware of the mistakes that had been made and cause a deterrent effect so that eventually the students felt afraid to do the wrong deeds because they were imagined by the punishment he will receive. So the purpose of punishment is so that children have the awareness not to make mistakes again (Istadi, 2005, p. 81) and provide a deterrent effect so as not to repeat them (Arifin, 2006, p. 159). The word punishment is surely imagined in anyone's mind that punishment is something unpleasant in any form, painful or not

painful. Thus students must think twice about repeating mistakes because they imagine the consequences that will be received. Thus indirectly usually students will feel deterrent to making mistakes again. Furthermore, he (*Ustadz* Zaimuddin) also explained that giving the punishment must be careful and go through various considerations first. If the mistake is still relatively small, then just reprimand and give advice. But if on the contrary the mistakes made are categorized as large, then the punishment may be given but still within reasonable limits. It is not allowed to punish excessively because it will cause losses between the two parties.

Forms of Punishment in Islamic Boarding Schools

The rules or regulations stipulated in the pesantren are a preventive measure that must be obeyed by every student and does not commit violations. and get the students not to commit violations. However, there are still mistakes and dare to break them even though binding regulations have been made. This is also the reason for the need to use the punishment method (Ngalim, 2006) in order to cause a deterrent effect for students.

The form of sanctions for violating the student rules or regulations consists of several forms, namely:

a. Administrative

This administrative form is the form of:

1. Apology letter submitted by students to the pesantren.
2. Letter of agreement containing the

santri agreement not to repeat the mistake again and ready to accept the consequences

3. Give warning letters (SP) 1, II and III to students who violate them
4. Give suspension to students

b. Divine therapy

Divine therapy is an act or activity carried out by student by performing worship as an effort to get closer to God. It is hoped that from this divine therapy the santri will find inner peace and cause remorse within. This divine therapy is in the form of performing prayers and praying taubah, wirid and remembrance, and memorizing short surahs, surah yasin and surah Al-Waqi'ah

c. Amaliyah Therapy

Amaliyah therapy is an effort in the form of: giving a reprimand, giving advice gently and full of wisdom three times, Special guidance and muhasabah, consultation and coaching. Students who violate will get a reprimand first that aims to make students aware of their mistakes, then by giving advice that is gentle and full of wisdom so that students are touched. Besides providing specific guidance to conduct self-examination / self-introspection and maintain good communication through consultation and coaching.

d. Physical with Educational Orientation

The physical punishment includes local cleaning, carrying out parade, showing off and pinching to provide a deterrent effect, so applying this physical punishment does not have to use violence

and blows even though it does not conflict with Islamic teachings.

Terms and Application of Punishment in Islamic Boarding School

Before giving the punishment, islamic boarding school determined the steps in advance so that there are no mistakes in giving. *First*, checking the truth first. *Second*, it requires witnesses. The punishment given must be carefully and thoroughly investigated first therefore there is oversight in giving punishment. After being convinced that his actions were truly in violation, punishment may be given. In imposing a sentence, it does not directly punish with severe punishment, but must be adjusted to the magnitude of the error and violation committed. The size of the mistake is determined based on points, ranging from 0 to 100. There are several stages in imposing penalties based on the size of the mistake category, including:

1. Punishment with a range of points 0-30 student who makes mistakes in the category will get a warning letter I, a letter of agreement, a fine of 1 cement, act sanctions and physical sanctions.
2. Punishment with a range of 31-60 points Santri who make mistakes in this category will get a warning letter II, a letter of agreement, a fine of 2 cement, physical sanctions and physical sanctions.
3. Punishment with a range of 61-90 points Santri who make mistakes in this category will get warning letter III, letter of agreement, a fine of 3 sacks of cement, sanctions for acts and physical sanctions.
4. Punishment with a range of points 91-95 student who makes mistakes in this

- category will get a penalty in the form of a suspension of up to 7 days
5. Punishment with a range of 100 points student who performs deeds in this category will get a recommendation not to rise/not pass
 6. Punishment with a range of 100+ points If students do an act that is included in this category it will be expelled from the cottage or returned to parents.

DISCUSSION

Punishment as a method used in the education process has a major role and influence in educating children, because punishment needs to be carried out in education and may be carried out as a last resort and must go through stages first. The pattern of punishment in this pesantren always pays attention to a number of things that are used as a reference, including:

1. Having the Correct Reasons for Giving Punishment

In giving punishment to student, of course he/she must have the right reason why the he/ she is reasonable to get punishment. This reason is the basis for every educator to punish so as not to recklessly punish. Not all students get punishment except for students who violate the rules or who make mistakes.

2. Having a Clear Purpose

In punishment, it is not allowed to just punish, but it must be considered in advance what the punishment is given so that it can provide benefits especially for the students concerned. The punishment given at this islamic boarding school has a clear purpose, namely: to create a

deterrent effect and improve the behavior of students. As stated by Ustadz Zaimuddin, that the punishment is given to students to provide a deterrent effect so that they do not repeat their mistakes again. When they will make mistakes, surely they will imagine in the minds of students about the punishment that will be received. So that students will think twice about making mistakes again. The punishment in this case is a fortress for students who always limit every movement and steps of students to be more careful in their actions. In addition, punishment is a process to direct students to become better. Efforts to improve the behavior of students are not something that is contrary in the world of education, even it is in line with one of the theories of punishment, namely the theory of improvement. Basically this theory is to improve the behavior and behavior of students who make mistakes, by instilling awareness in the child so that arises a sense of conviction and really regret his actions so that the child will promise with himself not to make mistakes again. Penalties that are corrective contain the value of students whose application is acceptable and in accordance with education. Therefore this sentence is also called a pedagogical sentence (Amin, 1973, p. 151)

3. Fulfill the Requirements in Its Usage

The punishment given to students is given carefully and in accordance with applicable regulations, therefore it must pay attention to the conditions in using it, namely: investigate the truth first and the presence of witnesses.

Before giving a sentence, we must investigate the truth about whether the student really made a mistake or not.

To find out about the truth it is necessary to have witnesses, so that the punishment given is in accordance with the mistakes committed.

4. Considering the kind of the student's mistakes against the punishment to be received

The kind of the punishment received by students is determined by how big the mistakes made. If the mistakes are minor and can still be forgiven, students are usually only called and advised. In this case the punishment given is not direct severe punishment but starts from the mildest stage.

5. Pay attention to the condition of students

Students who make mistakes are still given guidance and direction by educators and are served like other students in general. Paying attention and knowing the student's condition is very necessary to know how the development. In addition, students will feel that they really are considered comfortable and finally arise a sense of comfort when dealing with others.

Punishment according to Abdullah Nasih Ulwan's view

Hearing the word punishment, of course no one wants it, whether the punishment is painful or not. However, punishment may be carried out to change student behavior for the better. Abdullah Nasih Ulwan even said, punishment has an important role in directing students and improving their behavior, therefore

educators may apply penalties that are in accordance with the conditions of Islamic students and sharia.

Punishment as a method used in the education process has a major role and influence in educating children. This means that punishment needs to be carried out in education and may be carried out as a last resort and must go through the stages first. The application of punishment must always be based on love and affection, reflect educational values, meet terms and conditions and have a clear purpose.

In applying punishment, there are several things that must be considered, including the punishment given must meet the requirements and criteria and refer to the size of the mistakes made. So, punishing students who make mistakes should not be careless especially let alone there is an element of revenge for fear of causing harm between educators and students.

In addition, in directing and reprimanding students who do mistake, can be done in the lightest way, which is to advise first. When the previous advice and methods do not work, educators may use punishments with punches, and their application must be in accordance with the terms and conditions and have clear objectives so as not to cause harm to students.

Furthermore he argued that the need to use appropriate methods in applying penalties so that the objectives of applying these penalties could be achieved, including:

1. Punishing children with feebleness and affection This attitude of gentleness and affection is the attitude exemplified by the Messenger of Allah towards

children which is used as a basis in educating children to achieve goodness and virtue.

2. Correcting the wrong child's habits Every child has differences, both in terms of intelligence, character and nature. There are children who are calm in their temperament, some are emotional, are quick to anger, children are gentle, some are difficult to take advice, some are rude and some are softhearted so they are willing to accept anything. This depends on heredity, environmental influences, growth factors and education (Ulwan 1979, p. 760). Various methods are also needed in correcting his mistakes. There is enough with advice and a frown, and there are also children who must use criticism in an effort to punish him. When with advice and a frown and with criticism is not successful, then teachers may use punishment with a blow to cause a deterrent effect, and its use must go through stages first.
3. Providing punishment to students is carried out through the stages in advance, ranging from mild to severe stages. Although its application may be used to educate students, its use must be in accordance with the guidelines and applicable provisions so as not to cause harm to both the educator and students. Education using penalties may be done by educators as a last resort after previous methods have not been successful.

The pattern of punishment in islamic boarding school is defined as the forms and methods used in punishing students who make mistakes. The punishment given by teacher is the last way to lead students' behavior towards a

better direction, the use of which must be in accordance with the terms and conditions and have a clear purpose. As expressed by Abdullah Nasih Ulwan, that the purpose of applying punishment is to make children aware of their mistakes. The punishment must be based on love and affection so as not to cause mudharat between educators and students.

From the explanation above it can be said that the application of punishment in the Al-Ittifaqiyah boarding school is in accordance with the applicable terms and conditions and so it does not conflict with Abdullah Nasih Ulwan's opinion and in accordance with applicable procedures / provisions and goes through stages, starting from the mild stages such as giving reprimands, advice, warning letters I, II, III, fines, suspension, to a large extent that is removing students from the cottage or returned to their parents because the mistakes made are considered fatal. The application of punishments by blows is very rarely used because given the mild punishment usually most students are motivated to make changes. It can be understood that the punishment applied in this boarding school does not contain any element of violence, it even contains educational value.

In addition to providing punishment, islamic boarding school took steps first, starting with checking information about its truth accompanied by witnesses. This shows that the punishment given must be carefully and the truth is investigated first so that there is no mistake in giving the punishment. For the students themselves, in addition to getting punishment, students also get coaching in the same time.

CONCLUSION

Based on the description above it can be concluded that the application of punishment in this islamic boarding school is in accordance with the opinion of Abdullah Nasih Ulwan, the application of which has clear reasons and objectives, fulfills the requirements, there is a consideration in advance about the extent of punishment given according to how big the mistake was made, and pay attention to the student's condition first. The punishment in this islamic boarding school goes through stages, starting from giving warning letters I, II and III, agreement letters, fines of 1 to 3 bags of cement, sanctions for action, suspension can take up to 7 days, get recommendations not to rise or pass, even to be removed from the dormitory or returned to parents. As one of the islamic boarding school that prioritizes and emphasizes morals for the students, punishment as one of the methods of education needs to be held especially at this time which has experienced much progress in the field of science and change, especially in terms of morals, because the application of punishment aims to form a good personality.

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